

APPENDIX C  
Institutional Survey  
For Use in Preparing the Institutional Report

Office of Postsecondary Education  
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2005-2006

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

**Paperwork Burden Statement**

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2009). The time required for institutions to complete this information collection is estimated to average 69 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 7115, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the *Higher Education Act, Title II: Reporting Reference and User Manual*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the manual.

**Section I. Pass rates.**

Please provide the information in the attached Institutional Report Tables C1, C2, C1a and C2a on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006**

<b>Institution Name:</b>					
<b>Academic year:</b>					
<b>Number of program completers:</b>					
<b>Type of Assessment</b>	<b>Assessment Code Number</b>	<b># taking assess.</b>	<b># passing assess.</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
<i><b>Basic Skills</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>Assessment 3</b>					
<b>.....</b>					
<i><b>Professional Knowledge</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>Assessment 3</b>					
<b>.....</b>					
<i><b>Academic Content Areas (math, English, biology etc.)</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>Assessment 3</b>					
<b>.....</b>					
<i><b>Other Content Areas (elementary education, career/technical education, health education, etc.)</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>Assessment 3</b>					
<b>.....</b>					
<i><b>Teaching Special Populations (special education, ESL etc.)</b></i>					
<b>Assessment 1</b>					
<b>Assessment 2</b>					
<b>.....</b>					
<i><b>Performance Assessments</b></i>					

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2005-2006**

<b>Institution Name:</b>				
<b>Academic year:</b>				
<b>Total number of program completers:</b>				
<b>Type of Assessment</b>	<b># taking assess</b>	<b># passing assess</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

**Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program,  
2002-2003 Third Year Cohort Update**

<b>Institution Name:</b>					
<b>Academic year:</b>					
<b>Number of program completers:</b>					
<b>Type of Assessment</b>	<b>Assessment Code Number</b>	<b># taking assess.</b>	<b># passing assess.</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

**Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2002-2003 Cohort Update**

<b>Institution Name:</b>				
<b>Academic year:</b>				
<b>Total number of program completers:</b>				
<b>Type of Assessment</b>	<b># taking assess</b>	<b># passing assess</b>	<b>Institut. pass rate</b>	<b>Statewide pass rate</b>
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,...)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<p><i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i></p> <p><i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i></p>				

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2007, the relevant information is for those completing program requirements in academic year 2005-2006. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See manual pages 5 and 6.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

## **Section II. Program information.**

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2005-2006, including all areas of specialization.

1. Total number of students enrolled during 2005-2006: 1917

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2005-2006? 235

3. Please provide the numbers of supervising faculty who were:

20 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

3 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

10 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2005-2006:  
\_\_33\_\_

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.):  
\_\_7.12\_\_

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: \_\_40\_\_ hours. The total number of weeks of supervised student teaching required is \_\_16\_\_. The total number of hours required is \_640\_\_ hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?  
\_\_X\_\_ Yes \_\_\_\_ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? \_\_\_\_ Yes \_\_X\_\_ No

NOTE: See appendix A of the manual for the legislative language referring to “low-performing” programs.

### **Section III. Contextual information (optional).**

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

The mission of the College of Education at Boise State University is to prepare professionals using models that incorporate integrated teaching and learning practices to ensure high levels of knowledge and skill, commitment to democratic values, and the ability to work with a diverse population. As part of the only metropolitan institution in Idaho, the College of Education provides a collegial environment that supports a wide range of research and scholarly activity intended to advance and translate knowledge into improved practice at the local, national, and international levels. The College of Education promotes the healthy development of society through outreach, partnership, and technical assistance activities that focus on organizational renewal. We endeavor to advance the healthy development of individuals through a commitment to lifelong learning, wellness, personal excellence, and respect for individuals.

Our Vision states that “the College of Education will be a leader in integrated teaching and learning, the advancement of knowledge through research and scholarship, and the preparation of professionals who provide exemplary educational and related services to improve the lives of individuals in a changing and complex global society.”

In order to accomplish our vision and mission, we have developed a Conceptual Framework, with the theme of THE PROFESSIONAL EDUCATOR, to guide our decisions and bring focus to our teacher education programs.

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

The faculty and staff at Boise State University believe that in order to not only survive but flourish in today's schools, teachers must be prepared for the challenges they will face. To flourish they must be focused on the successes of their students with their learning as the main objective. Classrooms, today, are fast paced with students from diverse backgrounds with various interests, abilities, and attitudes. They are technologically savvy and demand relevant, practical, and immediate reinforcement. Teachers are expected to enable their students to meet high standards, involve parents, and be accountable for the results. Schools are a microcosm for society as a whole.

To meet this challenge, Boise State University students wishing to become certificated teachers must meet rigorous entrance and program requirements before being recommended for Idaho Teacher Certification. These requirements include the knowledge, skills, and dispositions identified as essential for effective teachers. Through various activities, readings, discussions, presentations, and assessments required with on-campus courses, candidates demonstrate they have met the CORE Standards for the Initial Certification of Professional School Personnel as well as the Enhanced Standards for the Initial Certification of Professional School Personnel for specific subject areas.

For entrance into teacher education programs, students must have a 2.5 or higher cumulative GPA and a 2.75 or GPA in Education coursework. No grade below a "C" in any course is acceptable. For spring 2007, the mean cumulative GPA for admission into the teacher education programs for elementary candidates was a 3.17; for secondary candidates the mean cumulative GPA was 3.15. In addition, students must successfully pass the PRAXIS I Writing Exam, PRAXIS I Math Exam, and the Idaho Educational Technology Assessment. Four times prior to student teaching, candidates are assessed on their dispositions to be teachers. For advancement into the Professional Year, candidates must maintain their GPA requirements and successfully complete the required PRAXIS II exams and the Idaho Comprehensive Literacy Exams.

Partnerships are the keystone in our endeavor to prepare teachers. Partnerships have been established between the College of Education and other colleges, and with area school districts.

Every teacher education program on campus is represented on the Teacher Education Coordinating Council which acts as the major governing body for all initial teacher education programs and coordinates the academic organization for the administration and improvement of teacher education programs in the College of Education, College of Arts and Sciences, College of Social Science and Public Affairs, and College of Business at Boise State University. The university partners are involved in all aspects of the preparation of future teachers.

Instructors, even in content specific courses, are aware of the standards expected. All candidates who intend to teach in secondary schools major and minor in the areas they plan to teach. Elementary, Special Education, Bilingual/English as a Second Language, and Early Childhood teachers major in those areas. Before they complete their programs all candidates must successfully meet or exceed the state cut scores on their PRAXIS II exams. In addition, each program ensures that candidates are prepared to meet or exceed the CORE Standards for the Initial Certification of Professional School Personnel as well as the



Enhanced Standards for the Initial Certification of Professional School Personnel for specific subject areas.

The College of Education has also established partnerships with individual school districts. These allow candidates to take the theoretical concepts taught on campus and make practical application of them. In conjunction with these partnerships, we have established a Professional Development School, Lake Hazel Middle School, in the Meridian School District, an extended relationship in English education with West Junior High School, and in physical education with Riverside Elementary in the Boise School District.

Field experiences are designed to promote the continual development of teachers with an emphasis on increasing PreK-12 student learning. Working and practicing in classrooms is recognized as a significant part of the total preparation for teaching and includes directed observation, interaction with students, teaching, and mentoring conferences. The programs provide all candidates with in-depth experiences, which include exposure to appropriate grade levels, student shadowing, the school culture, traditional classroom teaching, as well as the opportunity to work with diverse student populations. As stated by one intern after working with a non-English speaking student for a semester, "Each child can learn, and each child has the right to learn from a qualified, caring, effective professional." Application of knowledge from on-campus courses in PreK-12 classroom situations is fundamental in the preparation of teachers.

Classroom experience is the link between formal preparation and full-time, independent teaching. Guided reflection of classroom experiences from a variety of perspectives fosters the self-analysis and evaluation skills essential for continued professional development. The primary goal for all field experiences is to foster candidate and PreK-12 student learning through the skillful application of sound instructional techniques in a mentoring situation.

The objectives for the field experience at Boise State University include:

- Contributing to the further learning of prospective teachers
- Preparing teachers to enter learning communities rather than isolated classrooms
- Preparing teachers for the full range of a teacher's responsibility
- Preparing teachers to teach everyone's children and not just children like themselves

Critical to the partnership between the school and the university is the role played by the mentor teacher and the university supervisor in the preparation of new teachers.

Well qualified mentor teachers with at least three years of teaching experience are selected through collaboration with each building principal. Teachers who have mastered their craft and are dedicated to promoting excellence in the teaching profession are chosen as mentors. They play several roles, including guide, role model, sponsor, counselor, coach, resource, and colleague. It takes a special person to be a good mentor. Maturity, self-assurance, patience, and confidence in your knowledge and ability are prerequisites for this important undertaking.

The university supervisor is a member of the university faculty who assumes responsibility for supervising candidates in participating school districts. University supervisors are either full-time Boise State University faculty members or adjunct faculty members who have at least a master's degree. All supervisors have experience working in PreK-12 settings. For example, a new faculty member has taught French for two years in a high school while another faculty member spent twenty years teaching language arts in grades K-9. Many adjunct faculty members are retired school administrators and teachers. The

responsibilities of the supervisor include visiting the candidate with sufficient frequency in order to secure an accurate appraisal of the candidate's performance and professional growth; counseling with candidates who may have personal, academic, or professional problems or difficulties; encouraging candidates to evaluate their own progress as a means towards self-direction; and consulting with mentors frequently regarding a candidate's progress. Supervisors meet on a monthly basis for training purposes, to share information, experiences, challenges, and successes.

After a variety of internship experiences (354 internships in spring 2006), candidates spend their last two semesters before certification working in the same school. During the first semester they spend between 100 and 200 hours, depending on the program, evenly distributed throughout the semester in the school. In spring 2006, 98 candidates participated in these experiences. Interns are associate members of the school faculty and are expected to perform in a professional manner and devote full energies to their teaching. They are expected to make a positive impact on faculty and students, be prompt and dependable, and demonstrate qualities of a professional teacher. The intern's time must be spent in direct contact/activities or classroom responsibilities—grading, curriculum development, planning lessons, and attending teacher conferences. Interns must complete regular reflections on their activities and experiences related to their internship. Requirements are established to enable the prospective teacher to capitalize on self-development. During this semester, interns are expected to know the school, teachers, curriculum, and students. This will enable them to begin their student teaching semester and immediately make sound instructional decisions.

During the second semester of their professional year, candidates become student teachers. They are expected to devote 16 weeks full-time to their teaching duties. For spring 2006, 177 candidates were completing their student teaching experience. We practice a collaborative model of student teaching. Because they already know the school, curriculum, and students, the candidates are prepared to begin planning and implementing instruction almost immediately. This responsibility quickly shifts from the mentor to the student teacher. As one student teacher wrote in May, "...Mr. Smith allowed me to literally take over his classroom shortly after the Christmas break so that I could be immersed in the teaching process for as long as possible. I view the ups and downs and challenges that I have experienced in this classroom as invaluable in my training as a teacher." We do not expect nor encourage the mentor to be absent from the classroom but to continue modeling effective instruction and providing feedback. The objective for the PreK-12 students dictates whether or not one or both of the teachers are present. If the lesson can be taught and learned with one teacher, then the student teacher provides the instruction. However, if learning is increased by the presence of two teachers in the classroom, then both should be present. As much as possible, the student teacher should be responsible for making instructional decisions. In this model all of the following stages are experienced but not in a sequential fashion: observation, teaming, teaching with observation, independent teaching, and closure with the student teacher as a critical observer. Each stage is progressive and recursive. While the length and structure of each stage will vary, all are important to student teaching success. PreK-12 student learning of the intended outcome and the knowledge and skills the mentor and the candidate bring to the environment determine when each stage is needed and the duration.

Depending upon the program, candidates will spend between 850 to 1223 hours in classrooms working with students prior to completion of their program. During these hours they must demonstrate and provide evidence that they have met or exceeded both the CORE Standards for the Initial Certification of Professional School Personnel as well as the Enhanced Standards for the Initial Certification of Professional School Personnel for specific subject areas. They provide this evidence through activities, performance, work samples/portfolios, and conferences. Mentor teachers and university supervisors

collect, interpret, and evaluate all information available to arrive at a final grade for student teaching. Based upon this evidence, they individually or collaboratively complete the Professional Year Assessment. For spring 2006, 156 candidates completed the teacher education programs through Boise State University.

Practicing teachers have the opportunity to continue their education through a variety of graduate programs and professional development opportunities offered by Boise State University. Areas of interest include English as a Second Language, Special Education, Educational Technology, School Counseling, and Educational Leadership. For spring 2006, 980 teachers took advantage of all opportunities. Graduates from the teacher education programs at Boise State University have been hired in almost every school in southern Idaho. Many have gone on to become principals, superintendents, and work in state government. Others continue changing the lives of students as classroom teachers.

Teachers are the most important variable in the achievement of PreK-12 students. As they continue to develop their knowledge, skills, and dispositions through classroom application, reflection, and accountability, the great benefactor will be society as a whole. Boise State University prepares beginning teachers with a strong foundation upon which to build a flourishing future for the people of Idaho and the world. We appreciate the interest of the Senate Education Committee and request your valuable support in these endeavors.

#### **Section IV. Certification.**

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Higher Education Act, Title II: Reporting Reference and User Manual*.

\_\_\_\_\_ (Signature)

\_\_\_\_\_ Name of responsible institutional representative  
for teacher preparation program

\_\_\_\_\_ Title

Certification of review of submission:

\_\_\_\_\_ (Signature)

\_\_\_\_\_ Name of President/Chief Executive (or designee)

\_\_\_\_\_ Title